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Building Foundational Writing Skills: Designing a Second Grade Writing Curriculum

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FOUNDATIONAL WRITING SKILLS

**Building Foundational Writing Skills:
Designing a Second Grade Writing Curriculum**

Sydney Roberts

University of Montana

Building Foundational Writing Skills: Designing a Second Grade Writing Curriculum

Identifying the Problem

The focus of this research is developing a curriculum plan that builds foundational writing skills in second-grade students. Utilizing a variety of peer reviewed sources, as well as working within the context of Bonner School, I developed a writing curriculum that would address the foundational writing skills that students were missing.

School Context

Bonner Elementary in a small school within the independent Bonner School District. Bonner School incorporates grades TK through eighth within the same building. Bonner is a Title One school district with designated supports for both reading and math. The school is also the recipient of a Literacy Grant which focuses on explicit phonics and literacy instruction through the implementation of a literacy program with the support of a Literacy Coach. Bonner School has a small population and draws its student body primarily from the surrounding towns and the outskirts of Missoula.

My Role in the School Context

As a teacher candidate in a Second-Grade classroom, my role throughout the student teaching experience was to instruct the class in reading, math, writing, social studies, and science. As a classroom teacher I taught whole groups lessons, worked with small groups of students, and completed interventions for both reading and math. At Bonner School I fulfilled the role of classroom instructor focusing on teaching the standard math and reading curriculum while also providing extra supports as needed.

Student Achievement Issue

Writing was the area I chose to focus on due to the achievement issues I saw with foundational writing skills during the early part of my student teaching experience. Many students struggled with foundational writing conventions such as capitalization, punctuation, and subject-predicate agreement. While students received supports through Title One for both reading and math, there were no supports in place for writing skills. Knowing that building good writing skills would benefit students in other subjects, I chose to research strategies for building foundational writing skills and develop a six-week curriculum that I could implement.

Research Question

The focus of my research was building foundational writing skills. My research question was, how can I design a writing curriculum that develops foundational writing skills and builds students' creative writing ability? The purpose of this research was to develop students' writing ability and build confidence as writers. By developing their foundational writing skills these second-grade students will have the strategies they need to be successful writers.

Hypothesis

If I design and implement a writing curriculum that focuses on teaching the writing process through a paragraph writing routine, with an emphasis on mind mapping, peer editing, and the types of sentences, then students' foundational writing skills will improve.

Literature Review

To develop my writing curriculum, I researched strategies for teaching foundational writing skills that supported student's development of writing conventions. I also researched curriculum design to enhance my instruction of these writing strategies. Utilizing peer reviewed sources on sentence writing conventions, peer editing, paragraph writing, and the writing process

I found research-based strategies for writing instruction that would support students foundational writing skills and improve their creative writing ability.

Research that Addresses the Issue

Article One: Moats (1944), the author of *Speech to Print: Language Essentials for Teachers*, highlights the importance of teaching writing conventions to beginning writers. One of the key points Moats makes is the importance of understanding syntax and syntactic awareness when generating sentence. While Moats (1944) highlights the importance of grammatically correct sentences to build meaning she also states, “The existence of syntactically correct nonsense indicates that the syntactic rule structure exists apart from the meaning of the words it might contain” (pg. 186) While grammatically correct sentences usually create meaningful ideas, it is possible to have syntactically correct sentences that mean very little. To address this issue Moats (1944) discusses the idea of natural grammatical knowledge a system of building students understanding of grammar and syntax through exposure to grammar. The foundations of writing are built upon an understanding of syntax and the importance of combining a subject and a predicate, or verb phrase.

Article Two: Richard A. Roybal (2012), in his article “Creating Critical Thinking Writers in Middle School”, discusses the Jane Schaffer Model for paragraph writing. This model of paragraph writing was developed to enhance students’ writing abilities while providing a structure to organize a paragraph. “The Schaffer method has an exact order for each type of sentence within a body paragraph. They must be—in this order—topic sentence (TS), concrete detail (CD), which is the supporting evidence, comment (CM), and an additional comment (also CM)” (Roybal, 2012, pg. 29). This method ends with a concluding sentence that ties into the original topic sentence. The purpose of this writing method is to provide structure to paragraph

writing and emphasis the importance of detail sentences that tie into the core topic. One of the key ideas of Schaffer's model is the structure of sentences. For many of the commentary sentences, CM, sentence framers are used to help developing writings know where to start. An additional step of this routine is color coding sentences to help writers stay organized and see the relationship between the different sentences. This paragraph writing routine provides the foundations of basic paragraph writing.

Article Three: In *Teaching the Writing Process*, John Keen (2017) describes the impact the writing process can have on students' writing ability. Emphasizing the role the writing process plays in enhancing students' writing, Keen details the positive impact self-monitoring, planning, and editing can have on students' work. One of the key ideas that Keen presents is the fact that the writing process should not be a straightjacket. While it establishes a system for improving writing, Keen states that it can be detrimental when students are not supported through these steps. The Writing Process is the most effective when students are engaged and supported throughout the process. This article highlights the importance of each stage of the writing process. Drafting and prewriting can help relieve the pressure of writing without a goal, revising and editing can help students engage and reflect on their writing, and celebrating and publishing writing can give students a purpose and a reward for developing their writing skills. Overall, students' knowledge of the writing process can support their development of good writing skills.

Article Four: Bill Harp (1988) discusses the practical application of peer editing in the classroom, as well as the many benefits of this writing strategy. One of the key ideas present in Bill Harp's work is the importance of explicitly teaching the peer editing process. Students cannot learn the process unless explicitly show how it works. One way to teach this strategy is

through a checklist and by practicing peer editing before editing peers' papers. Harp found that students who peer edited showed more improvement with their writing conventions than their classmates who did not peer edit. Students are able to draw inspiration from their peers' work and also reflect on their own writing by comparing it to other's writing. This allows students to recognize their own mistakes when they see these mistakes reflected in their work of their classmates. Overall, Harp discusses the importance and practical application of peer editing in the classroom as well as the benefits of this writing strategy.

Article Five: Deni and Zainal (2011) discuss the benefits and draw backs of peer editing in the classroom. As they state, "Small scale studies have shown that peer-editing is beneficial to students as it increases their awareness of the complex process of writing, it improves their knowledge of and skills in writing and helps them become more autonomous in learning" (Deni & Zainal, 2011, pg. 92). One of the key points Deni and Zainal address is the impact peer-editing has on students' ability to assess and improve their own writing. Peer-editing builds critical readers and reviewers. One challenge to peer-editing that the authors address is the concerns of the quality of the feedback in peer editing. They address the fact that students often focus on the surface errors as opposed to the main issues. To combat this challenge students need to be trained how to be successful peer editors. By pre-teaching peer editing and build critical thinking and editing skills, students can have more meaningful feedback for their peers. This article addresses the strategies that are needed to make peer-editing a successful part of students' writing toolbox.

Article Six: Wiggins and MicTighe (2005) emphasis the importance of backwards curriculum design as a system for developing and monitoring student learning. Backwards curriculum design focuses on designing lessons and curriculum with the end in mind. This

entails designing the essential questions, enduring understandings, and the standards first. The second step is creating an assessment that will evaluate if students have achieved the enduring understandings and essential questions. In essence, it evaluates if students have met the learning goal. The final step of backwards curriculum design is creating lessons that build students' knowledge to successfully address the questions, understandings, and standards. This system of curriculum design ensures that lessons and curriculum are focused on the end goal of students' learning.

Similarities Between Research Articles

While the majority of the research articles are focused on unique writing strategies or teaching skills there are still many similarities between these diverse articles. One of the key ideas presented in many of the articles is the importance of explicitly teaching strategies. Deni and Zainal (2011), and Harp (1988) all discuss the importance of explicitly teaching peer editing to students. Without that explicit instruction this strategy is not effective. This is also true of the Schaffer paragraph writing strategy discussed by Roybal (2012). It is important to teach expectations for paragraph writing. Another key similarity in many of the articles is the importance of the teacher acting as a facilitator. While it is important that the teacher is not too controlling, according to Keen (2017), it is also important that a teacher stays engaged with the writing process. Acting as a facilitator, a teacher can help build students' writing skills and develop their abilities.

Points of Disagreement

One of the only points of disagreement between articles is the benefit of peer-editing and how it should be used in the classroom. Deni and Zainal (2011) highlight the importance of peer-editing and the role it plays in developing students' writing whereas Harp (1988) cautions against

using peer-editing without the proper systems in place. Harp highlights the fact that peer-editing without an understanding of what good feedback looks like can often be detrimental to a writer, as poor feedback does not push them to excel. While both articles highlight the role of peer editing in the writing process, they disagree on the application of peer-editing in the classroom, with Harp advocating for a structured implementation of peer-editing that sets very clear foundations for providing feedback.

Major Learnings from Articles

Each of the six articles I read to prepare for this applied research project built my knowledge of writing strategies and developed my knowledge of instruction. I learned the value of peer-editing and the importance of teaching students the proper way to give feedback. I learned the importance of acting as a facilitator throughout the writing process. A teacher's role is to support students throughout the process even in areas that at first appear more independent. My knowledge of curriculum design is one of the most valuable tools in my tool box. Knowing how to properly design a curriculum unit will benefit me in any area of instruction and allow me to develop strong lessons and units. Overall, each author added to my knowledge of writing instruction and provided me with valuable tools and strategies to teach students.

Pre-Post Research Design

To assess student's growth and measure the effectiveness of the three interventions, paragraph writing, planning, and peer editing, students wrote three paragraphs. A pre-assessment, a practice assessment, and a post assessment. Through the six weeks of instruction, students were gradually taught the three strategies through the practice assessment. The final assessment was used to evaluate each student's individual growth from their first paragraph. These three strategies impacted students writing ability and helped strengthen their skills.

The Strategy or Intervention Implemented

Description of Strategy: To organize my three writing strategies into a coherent curriculum I used Wiggins and McTighe's (2005) Backwards Curriculum Design approach to build a six-week writing unit that addressed each of my three strategies and slowly built up students writing skills (see appendix E). I started by designing essential questions, enduring understandings, and choosing the standards. I then designed my pre and post assessments, and finally created a six-week lesson outline. The first strategy that I implemented in my lessons was the paragraph writing routine from the Schaffer method. This method of paragraph writing involves using a red pen to write the topic sentence and the concluding sentence. The three detail sentences are written in blue ink. This helps distinguish the two types of sentences and organizes the paragraph in a coherent way. The next strategy that I introduced was planning, through the implementation of mind maps. Students filled out the center of the map with their topic sentence and then wrote four details about their topic in the outside circles. Students then choose three details to include in their writing. The final strategy I introduced in my lessons was peer editing. To introduce this strategy, we created an anchor chart and discussed the key aspects of good peer editing. Students practiced the routine a few times before editing each other's work. Students peer edited their final paper and made corrections on capitalization, organization, punctuation, and spelling while focusing on being respectful and open to feedback. Each of these three strategies built students' foundational writing skills.

Rationale for Strategies: The first strategy that I implemented was adapted from Shaffer's paragraph writing model. To adjust this strategy for a second-grade classroom I removed the comment sentences and instead had students write more general detail sentences. I still utilized the color-coding aspect of this strategy, though students only need two colors

without the comment sentence. This strategy helps students organize their paragraph and provides them with a structure for their writing. They knew how many sentences they needed to write and what each sentences' purpose was in the paragraph. The second strategy, planning, was utilized to help student generate sentences. This was a challenge for many students as they struggled to think of a sentence they could write. By planning out ideas before starting to write, it was easier for students to generate creative sentences. It also allowed students to refer back to their guide and make sure that all of their sentences related to the main idea instead of having a wandering topic. The final strategy, peer editing, was utilized because of the benefits peer editing has on both the editor and the writer. As Harp (1988) emphasizes, peer editing can have a lasting impact on writers as it allows them to see the mistakes in their own writing, while also drawing inspiration from others' writing. While most peer editing is utilized to edit ideas, I focused primarily on writing conventions as this was students' first introduction to peer editing. The goal of this strategy was to help students correct their mistakes and recognize mistakes in others' writing. Each of these three strategies worked together to build students' foundational writing skills and help them succeed when completing their post-assessment.

Pre- and Post-Assessments Conducted

Students completed a pre and post assessment involving a writing prompt. Students were encouraged to write a paragraph based on the writing prompt. The pre-assessment was based on the prompt, what is your favorite holiday? The post assessment was based on the prompt, what balloon did you design for Balloons over Bonner? Balloons over Bonner was a classroom activity focused on designing floats based on the Macy's Thanksgiving Day Parade. Students wrote about their balloon and process of design in the post-assessment utilizing the skills they had learned. To evaluate their two assessments, I focused on writing conventions such as

capitalization, punctuation, subject and predication agreement, and complete sentences. My goal for the post-assessment was to see an increase in the utilization of capitalization and punctuation, as well as complete sentences in a standard paragraph format. The two assessments were conducted six weeks apart. Students has between two and three fifteen-minute lessons each week to introduce the writing strategies. The pre- and post-assessment allowed me to measure student's growth over the course of my six-week writing curriculum.

Results

Over the course of the six-week writing curriculum most students showed amazing progress towards their paragraph writing. In both pre-test and post-test, I evaluated students writing based off of capitalization, punctuation, subject-predicate agreement, and organization. Using these four categories I compared students pre and post-tests against each other to see the progress of each individual student. To highlight the impact of this writing curriculum I will be analyzing the work of four students, Student A, Student B, Student C, and Student D. Each of these four students completed the pre-assessment and the post assessment and showed growth in their writing.

Pre-Test Results:

Students were asked to write a paragraph about their favorite holiday for their pre-assessment. This pre-test was evaluated based on capitalization, punctuation, organization, and subject-predicate agreement. Overall, there was a general trend of missing conclusions and a lack of punctuation. Each student had a different skill they needed to improve.

Student A: Student A (see appendix A) had great capitalization in their initial draft. Each sentence started with a capital and ended with punctuation. While Student A had great capitalization and punctuation, they lacked subject and predicate agreement in their detail

sentences. This student had a good topic sentence but only listed the subject for the detail sentences. While this student had good writing conventions they struggled to generate sentences and find subject-predicate agreements.

Student B: In the pre-test Student B's paragraph lacked many writing conventions (see appendix B). This student had a good topic sentence but did not utilize capitalization or punctuation, making it difficult to decipher where one sentence began and another ended. Another interesting aspect of this student's writing was the random capitalization of letters within the writing. This student only included a topic sentence and one detail sentence in their writing.

Student C: Student C (see appendix C) demonstrates a strong foundation in writing conventions. Every sentence began with a capital letter and ended with punctuation. This student had great subject-predicate agreement and good organization. Student C did lack a proper conclusion for the paragraph. They ended with the detail sentences without referring back to their main topic.

Student D: This student mostly struggled with punctuation (see appendix D). This student demonstrated an interest and creative ability to generate sentences easily, but without punctuation the sentences never ended. This was apparent though the student's subject-predicate agreement where the sentences contained multiple predicates without including more subjects. This student also lacked a conclusion.

Post-Test Results

Overall, the majority of students who completed the six weeks of instruction improved their writing. Some students showed dramatic improvement, whereas others only improved slightly. One of the major improvements throughout the group was the inclusion of a topic

sentence in every paragraph. To analyze student's post-test results I compared their final paragraph with their pre-assessment to see their individual growth.

Student A: In the post-assessment, Student A continued to show their strong foundational knowledge of capitalization and punctuation. This student showed amazing progress in their ability to generate sentences. This student struggled with generating sentences with a subject and a predicate in their pre-assessment, but demonstrated their improved ability by writing three great detail sentences on the post-assessment. This student also included a complete conclusion sentence that ties into the topic sentence without restating it.

Student B: This student showed improved capitalization at the beginning of their sentences and an increase in the use of punctuation. This student also had a concluding sentence that tied into their topic sentence. This student still had many randomly capitalized letters.

Student C: This student had strong writing conventions in both the pre and post-tests. This student's main improvement was the inclusion of a closing sentence that tied the whole paragraph together.

Student D: This student had great capitalization in their final paragraph. Student D had strong punctuation and clearly separated their five sentences. This student also including a closing sentence that tied into the topic sentence.

Effectiveness of the Strategy Implementation

Overall, these strategies were successful. Every student was able to generate a five-sentence paragraph with a topic sentence, three detail sentences, and a closing sentence. Students showed improvement with capitalization and spelling, as well as sentence generation. One main area that could be improved is peer editing. While students were able to have a respectful and successful discussion about another's paper, there could be more improvement in making edits to

others' papers. This could be improved by giving students more experience with peer editing. As these students only had a week of practice with peer editing before implementing it for the final, more practice would have had a positive benefit on their confidence with this strategy. The most successful strategy was the planning. This strategy helped students who were struggling to generate ideas and sentences develop a framework to support their writing. The paragraph writing routine helped students create an organized paragraph.

To make this writing curriculum more successful I would focus on differentiating instruction. Some students, such as Student C already had strong foundational writing skills. While this student showed slight improvement, I could have challenged them to improve their writing by including details or writing more complex sentences. On the other hand, some students could have benefited from more foundational writing routines. By focusing on foundational skills like handwriting and combining subjects and predicates I could have supported students writing. Next time I teach these strategies I will try to adjust the lessons to support students on an individual basis, providing them with the foundations and elevated steps they need to improve their writing. Due to the variety in writing ability, differentiating learning will help all students improve their writing.

Implications and Limitations of this Research

This research project has had a profound impact on the way I view writing instruction and curriculum design. My initial curriculum design and layout for the six weeks was quickly adjusted to the realities of teaching in the classroom. There were days when we did not get to do any writing, even though it was planned. There were times when we needed to spend more time on a specific strategy before moving on. This lesson helped me recognize the importance of flexibility. As long as I stayed true to my learning goals and assessment, my lessons could be

flexible based on the needs of the students. Each of the three writing strategies that I implemented I will continue to use. The Schaffer Paragraph Writing model is a great way to organize a paragraph and providing students with time to plan their writing improves their end product. Overall, my key takeaway for this project is the importance of having a guided writing curriculum with end goals to work towards. Students made amazing progress in the course of six weeks.

This project has many implications for my future as an educator. I will continue to utilize the strategies I researched and implemented into this study. This project has raised many additional questions that I will continue to pursue. How can I differentiate writing instruction to support individual students at their own writing level? How can I organize instruction to allow me to work with individual students on their writing? How can I promote peer editing and good constructive feedback on writing? What prerequisite skills do students need to be skilled writers? How can I challenge competent writer to improve their skills? There are so many questions that arise from this research and I look forward to exploring each question. This project has helped me recognize the value of research-based instruction and the importance of teaching writing strategies.

One of the limitations I encountered in my research was the challenge of time. Each student wrote at a different pace. Some students could write their paragraph in a single writing session, others took three or four days. It was also a challenge to manage absences. When students were gone for a few days they would often miss large chunks of instruction and then struggle to catch up. Another limitation was the challenge of teaching these strategies in the classroom. I quickly learned that my lessons needed to be flexible. I wasn't always able to stick

to my lesson plan based on student's engagement with the topic or their level of frustration at the end of the day.

Overall, the strategies that I researched and the curriculum plan that I designed will be valuable teaching tools. The experience I have gained as a classroom instructor and as a writing instructor will be valuable to me in any grade that I teach. These strategies extend beyond the second-grade classroom and will be valuable in a teaching setting with the appropriate adjustments. This research will shape the way that I instruct writing.

Reflective and Critical Conclusion

This research project has had a profound impact on my student teaching experience. The process of researching, developing, and implementing learning strategies and seeing students develop and grow was incredible. I found it extremely rewarding to see how each student grew and developed over the course of the six weeks. I will continue to use many of the skills and strategies I learned throughout the course of this project. From designing curriculum to teaching peer editing I will continue to use these skills no matter where I end up teaching. This project helped me realize the importance of research-based instruction and strategies to ensure that I am teaching students the skills and strategies they need to succeed. I will continue to research and learn about instructional strategies and skills to improve my teaching and build my students knowledge. This project provided me with an incredible opportunity to expand my knowledge and teaching tools, while practicing the valuable skill of utilizing research based instructional methods. Overall, this research project has profoundly shaped the way I approach instruction and will inform my future teaching career.

Appendix A

What is your favorite Holiday? Describe the activities you participate in on this holiday. Write your answer in complete sentences.

A Holiday that is

HALL OWEENIE.

I hang

A

My favorite hobby is

going to California.

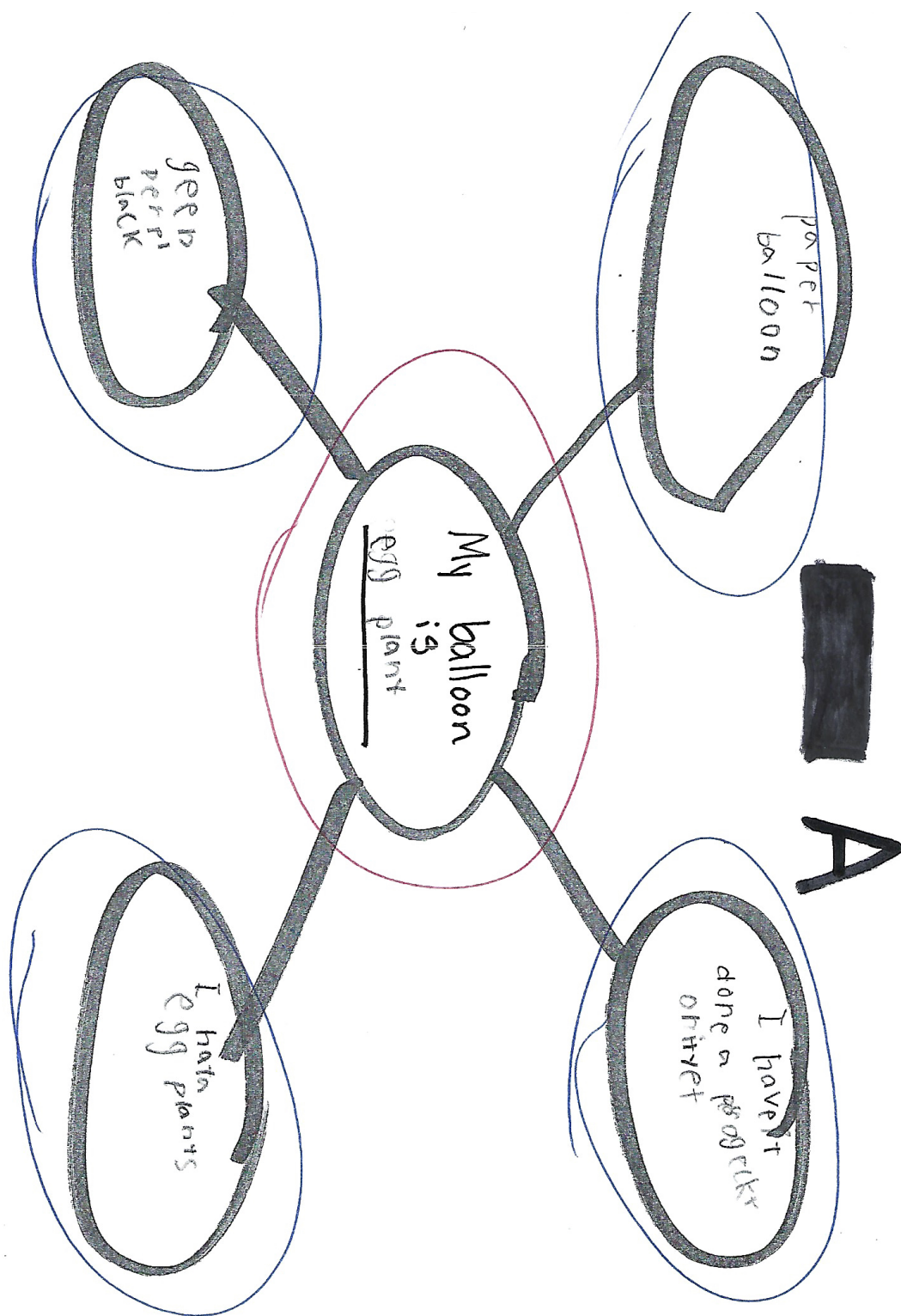
Pom Spring's.

Disney Land.

Warm day's.

not on rainy day's.

My favorite hobby is going to
California.





A

My balloon is a egg plant.

I have it done a progeck on it

yet. I yood paper balloon

black sharpy. I hate egg plants

My balloon is a small egg plant

A

My balloon is a egg plant.
I have it done a progeret on
it yet. I yood green paper
a per pl balloon? black shap.
I hot egg plants.

My balloon is a small egg plant.
detackate id to

~~Estine bat.~~

~~by CRS by Miller Larig~~

Appendix B

Name



Student B

What is your favorite Holiday? Describe the activities you participate in on this holiday. Write your answer in complete sentences.

m/ FAVElt ho/DA/



IS crim/Sm/IS IS

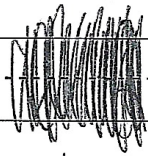
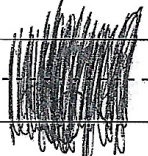
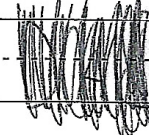

m/ FLAVelt ho/DA/

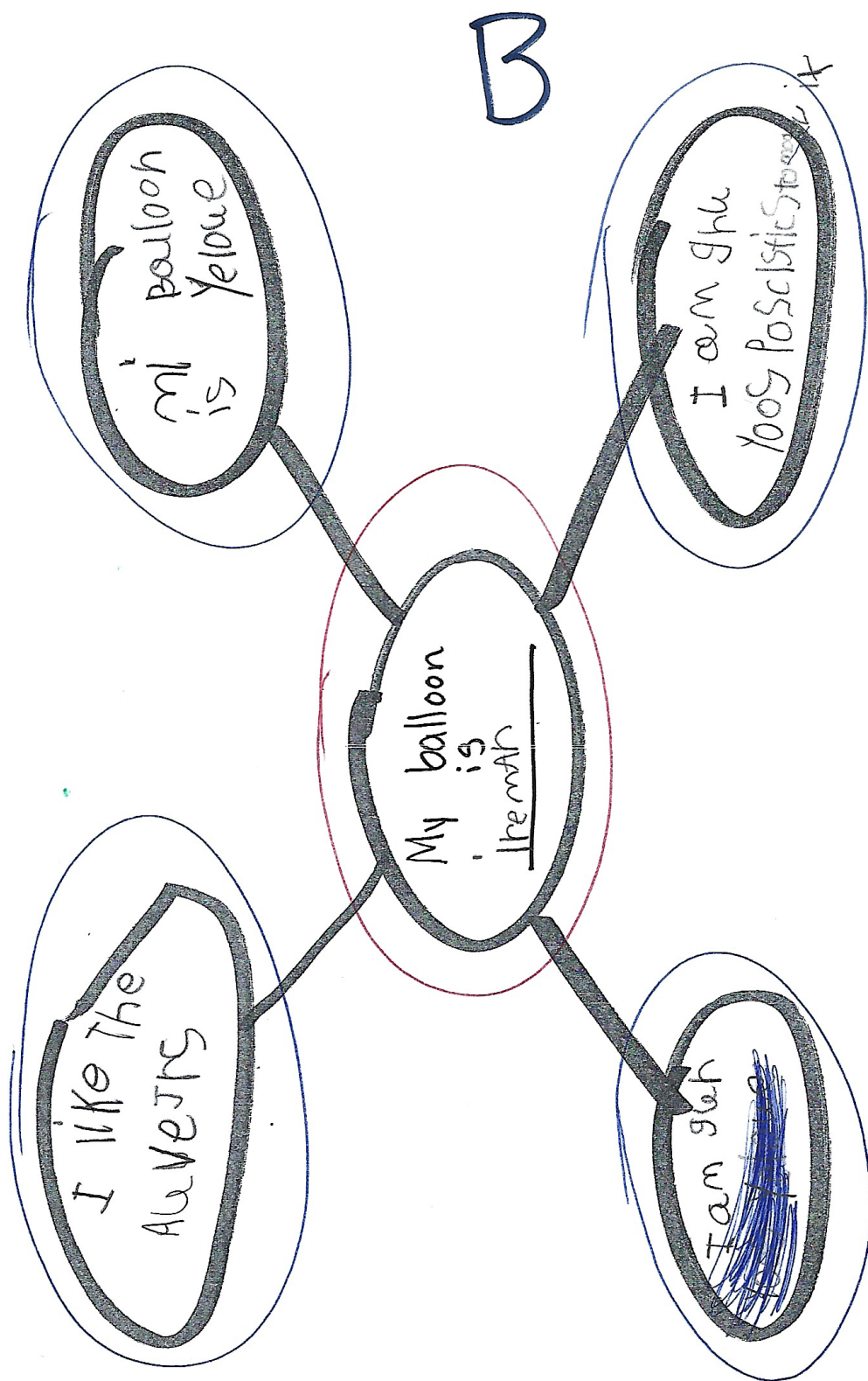
because Pres/IS

AND Seen m/

FLANeeY

  B 

my favorite hobby
 is Football I like
 Planeen   
 cech with my Dad
 and with my Brother
 I like Planeen
 Football with
 my friends I like maceen
 up Games with The Football
 I love Football.



B

Miballoo is itemah. [1]

miballoo is yelowe. [2]

I am Gen Yoo's Posclse. [3]

I am Gen Yoo's red. [4]

mpceh I like The [5]

AuVeTs. [6]

1'

~~NAME~~

iraeman B

Mi balloon is ireman.

mi Balloon is Iku

I Yost PoSci/ST/ST

I am Iku Yost red

mhasra I like The

AveJTS

Appendix C

Name Remy

Student C

What is your favorite Holiday? Describe the activities you participate in on this holiday. Write your answer in complete sentences.

My favorite Holiday is
christmas because I get to
spend time with family.

I get to go sledding, drink
hot coco, sleep in, eat cookies,
make snow forts, my favorite
part is opening presents.

Remy

C

My favorite hobby is
gymnastics. I like to
do gymnastics on sunny days.
I love to do one-handed handstands
on the mat. I like to eat
granola bars before gymnastics.
That is why I do gymnastics.



C



My Balloon is a cat.

We are having a school
prade. I change my mind

I was going to have a cheata

But we had no yellow Balloons

I used paper, pipcleners, Glitter,
glue and a Balloon. I Love

Balloons.

A



Mrs. Kitty C

My Balloon is a cat.

We are having a school
prade. I chagde my mind

I was going to have a cheda

But we had no yellow Balloons.

I used, paper, pipecleaners, glitter,

glue, and a Balloon. I Love

Balloons. !!

Appendix D

Name



Student D

What is your favorite Holiday? Describe the activities you participate in on this holiday. Write your answer in complete sentences.

Halloween and I
go trick or treating!
and get a lot of
candy and
after we go trick or
treating we sort the
candy

Name



D

What is your favorite Holiday? Describe the activities you participate in on this holiday. Write your answer in complete sentences.

after we got
the candy
we ate the candy
and we put the
candy in our
candy Box!

D CAMPING

~~Going camping with~~

My favorite hobby is

camping. Some times

I go to the forest

or I go to the

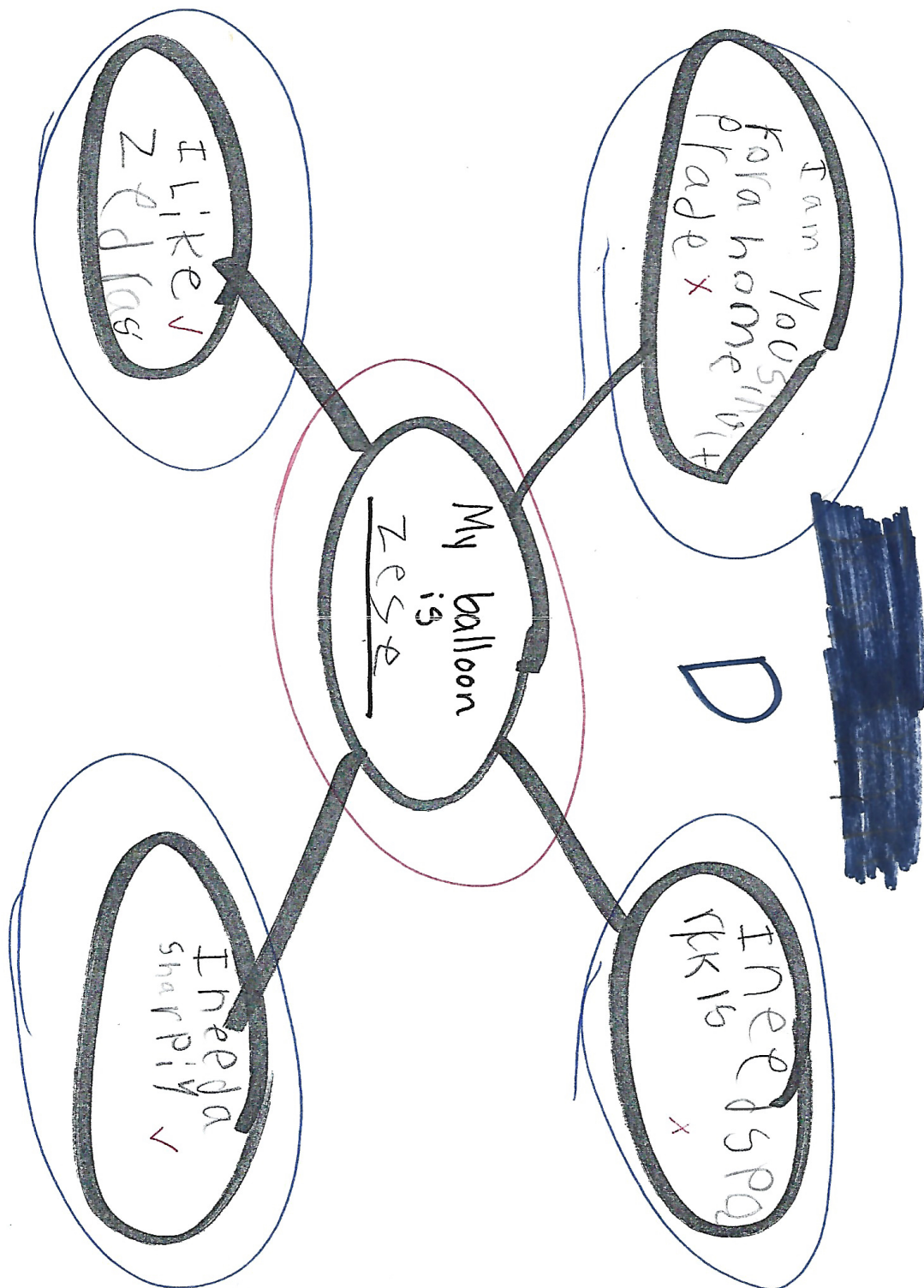
lake with my

family. and I

sleep on my bunk

beds and eat outside

~~JORDAN~~



D

zebra

My balloon is a zebra.

I was planning to

~~you~~ ~~use~~ ~~glitter~~ ~~but~~
 use pink but

That did not work

out. The other ~~stuff~~ ~~stuff~~
 worked out. I love zebras

so my friend for my

balloon I ~~used~~ ~~sharp~~
 used sharp
 I love zebras

D ~~DEMM~~ ZeZe

My balloon is zebra.

I was planing to.

use pink gliter but

that did not work

out. The other stuf

workt out. I Love zebra"

so much and for my

ba/floon I used sharpY

I Love sebras

Appendix E

WRITING UNIT PLAN	
Unit Theme: Building Foundational Writing Skills Teacher(s): Sydney Roberts Subject(s): Language Arts Grade: 2nd Grade	
TEXTS	MATERIALS
<ul style="list-style-type: none"> McGraw Hill Unit 2 	<ul style="list-style-type: none"> Writing Sheets Correcting Pens Colored Pencils/Markers Example Sheets for Peer Editing Mind Maps
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Sentences must contain a subject and a predicate. A proper sentence has a capital at the beginning and punctuation at the end. A paragraph contains a topic sentence, supporting details, and a concluding sentence. A mind map can help organize thoughts before writing. 	<ul style="list-style-type: none"> How can I write a topic sentence? How can I peer review classmates work? How can a paragraph be structured? What is the purpose of a topic sentence? How can I use a mind map to plan writing?
STANDARDS	
Language Arts Standards <ul style="list-style-type: none"> CCSS.ELA-LITERACY.W.2.5 CCSS.ELA-LITERACY.SL.2.1. A CCSS.ELA-LITERACY.L.2.2 	
ASSESSMENT	
<p>Activity: Students will write a paragraph including a topic sentence, three detail sentences, and a concluding sentence. Students will demonstrate their knowledge of planning using a mind map as well as their ability to write about one topic with each sentence relating to the topic sentence.</p> <p>Student Work: Students will generate a paragraph using the Schaffer paragraph. Then students will edit their paper looking for capitalization, punctuation, spelling, and organization. Students will peer edit a classmate's paragraph and then publish their final paper.</p> <p>Teacher Work: The teacher will provide support for students as they write their papers. The teacher will act as a facilitator for peer-editing discussions. The teacher will evaluate students writing based on their capitalization, punctuation, and organization.</p>	
CRITERIA	
<ul style="list-style-type: none"> Students will be evaluated on their ability to plan out their writing using a mind map. Students will be evaluated on their inclusion of a topic sentence, three detail sentences, and a closing sentence. <p>Students will be evaluated on their ability to work with a partner to peer edit their papers.</p>	

LESSON PLANS**Week One:**

- Introduce Schaffer paragraph writing routine
- Write Topic Sentences

Week Two:

- Introduce Mind Mapping
- Create a Mind Map
- Write Topic Sentences

Week Three:

- Write Detail Sentences
- Write Closing Sentences

Week Four:

- Introduce Peer Editing
- Practice Peer Editing

Week Five:

- Create Mind Map for post-test

Week Six:

- Write post-assessment
- Peer Edit
- Publish Paragraphs

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